

**AN ANALYSIS OF THE SECOND YEAR STUDENTS' ABILITY IN
WRITING A PROCEDURE TEXT OF A RECIPE
AT SMK N 9 PADANG**

THESIS

*Submitted as partial fulfillment of the requirements to Obtain
Bachelor of Education (B. Ed) in English Language Education Program*



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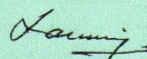
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**An Analysis of the Second Year Students' Ability in Writing a Procedure
Text of a Recipe at SMKN 9 Padang**

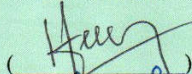
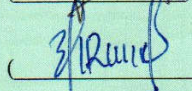
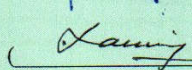
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ABSTRAK

Putri, Tari Kurnia.2019. “An Analysis of the Second Year Students’ Ability in Writing a Procedure Text of a Recipe at SMKN 9 Padang”. *Skripsi*. Padang: Jurusan Pendidikan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui tingkat kemampuan siswa dalam menulis teks prosedur yang dilihat dari struktur teks dan unsur kebahasaan dari teks tersebut. Desain penelitian yang digunakan adalah penelitian deskriptif. Populasi dari penelitian ini adalah seluruh siswa kelas XI, Jurusan Kuliner di SMKN 9 Padang. Populasi berjumlah 122 siswa dari 8 kelas, XI K1, XI K2, XI K3, XI K4, XI K5, XI K6, XI K7, dan XI K8. Pengambilan sampel dilakukan dengan teknik *random sampling*, sehingga didapat jumlah sampel sebanyak 29 sampel. Instrumen yang digunakan adalah tes menulis teks prosedur selama 90 menit, dengan topik yang telah dispesifikkan oleh siswa. Tulisan siswa dianalisis menggunakan rubrik menulis teks prosedur terkait dengan struktur teks dan unsur kebahasaannya. Berdasarkan penelitian ini, kemampuan siswa dalam menulis teks prosedur masuk dalam kategori 3 (*good/baik*). Meskipun kemampuan siswa dalam menulis teks prosedur masuk dalam kategori 3(*good/baik*) dengan memperhatikan struktur teks dan unsur kebahasaannya, namun ada beberapa bagian dari teks yang belum dimengerti siswa cara penulisannya. Siswa diharapkan lebih memahami bagaimana cara menulis teks prosedur dengan memperhatikan struktur teks dan unsur kebahasaan dengan baik dan benar.

Kata kunci : Kemampuan Menulis, Teks Prosedur

ABSTRACT

Putri, Tari Kurnia.2019. “An Analysis of the Second Year Students’ Ability in Writing a Procedure Text of a Recipe at SMKN 9 Padang”.*Thesis*. Padang: English Department. Faculty of Languages and Arts. Universitas Negeri Padang.

This study aimed to determine the level of students' ability to write procedure texts seen from the generic structure and language feature of the text. The research design was the descriptive research. The population of this study was all students of class XI, majoring in Culinary of SMKN 9 Padang. The population was 122 students from 8 classes, XI K1, XI K2, XI K3, XI K4, XI K5, XI K6, XI K7, and XI K8. The sample was taken by random sampling technique so that the number of samples obtained was 29 samples. The instrument used was a test of procedure text writing for 90 minutes, with topics determined by the students. The students’ writings were analyzed using procedural text writing rubric related to the generic structure and language feature of the text. Based on this research, students' ability in writing procedure texts was in category 3 (good). Although the ability of students to write procedure texts was in category 3 (good) by looking to the generic structure and language feature of the text, there were several parts of the text that students had not understood how to write them. Students were expected to understand how to write a good procedure text by paying attention to the generic structure and language feature of the text.

Keywords: *Writing Skill, Procedure Text*

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All praises are due to Allah SWT., the Lord of the Universe, who has remarkably guided the researcher through His abundant blessing and ‘a drop’ of knowledge in the process of accomplishing this thesis entitled “**An Analysis of the Second Year Students’ Ability in Writing a Procedure Text about a Recipe at SMKN 9 Padang**” as a partial fulfillment of the requirements to obtain Strata One (S1) degree at the English Department, Faculty of Languages and Arts, *Universitas Negeri Padang*. *Salawat* and *Salam* are addressed to the noble prophet Muhammad SAW.

A great number of people have given significant contributions in making this thesis possible. In this opportunity, I would like to express appreciation and gratitude toward the advisor: Drs. Saunir Saun, M. Pd. for the valuable advices, endless support and motivation, as well as durable understanding during the whole process of completing this thesis. It is also a pleasure to express my sincere thanks to the reviewers of the thesis proposal in the seminar as well as the examiners of the thesis: Dr. Hamzah MA., M.M. and Witri Oktavia, M.Pd. I am very thankful for the beneficial contribution of ideas, suggestions, positive criticism and correction for the betterment of this thesis.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Writing is one of the English skills that should also be learned by students at vocational high schools in Indonesia. Besides writing skill, there are other English skills such as listening, speaking, and reading that must be taught to students in that school. Writing means to express ideas into a written form, and it takes a lot of practice because it cannot be mastered in a short term. According to Langan (2012: 9), "*writing is not an automatic process*". Furthermore, writing is not merely expressing ideas but also must complying with the rules of writing, such as grammar rules, spelling rules, and vocabulary in order to be understood by readers. So, writing can be one of the harder skills to be learned by students.

Moreover, Indonesian students will be easier to write in Bahasa rather than in English. It might be because Indonesian students think that English is a foreign language so that the students spend much time to generate their ideas into written form. In addition, writing includes the ability to express the students' opinions or thoughts clearly and effectively in a written form. Therefore, the students have difficulty to write in English. Moreover, in writing, they have to know its rule and how to convey their ideas into a good written form.

Although writing is one of the difficult English skills, but students should be able to master and apply it. The students are also expected to use correct grammar and appropriate vocabulary when writing. In addition, writing skills are also

needed in the future for students to get a job when graduate from schools especially from vocational high schools. However, some of the students have difficulty in finishing their writing.

Meanwhile, it might be caused by low self-confidence and writing anxiety so that is why writing is hard to be mastered by students. Indeed, writing anxiety is the essential factor in writing which can cause stress and worry. Balta (2018: 237) states that students who are less anxious when writing tend to succeed in writing a text than with students who have high levels of anxiety. Moreover, motivation is needed in teaching writing. So, the teacher's involvement is necessary - to give the students motivation in order to guide students to achieve the goal of learning, especially in writing.

Then, the other reason why some of the students are not able to produce a text is the students still confuse to differentiate of each part that constructs the text. So, they make some mistakes in writing the text. Then, another reason is lack of grammar comprehension in writing a text. So, they get some difficulties to complete the text.

The students have to write different texts in each grade based on syllabus in vocational high schools. For instance, in *Kurikulum 2013* the second year students of a vocational high school should be able to write several texts such as invitation letter, personal letter, procedure text, report text, analytical text and biography text. Moreover, each type of texts has its own characteristic that differentiates one text from the others. As stated in that syllabus, the students should be able to produce a text both in spoken and written. It can be seen if students are required to

be able to write a text (in written), so that writing skills should be studied and understood by students at school.

In the syllabus of vocational high schools on basic competence or it is well known as *Kompetensi Dasar (KD)* 3.6, procedure text is one of the texts that should be taught to grade 2 in a vocational high school. Procedure text is a text to help readers how to do, use, or make something completely. Sometimes, the students create the procedure text without caring to the structure and the language feature of the text specifically. It is because of they tend to think about how to finish the text in time limit. Therefore, the result of learning procedure text is not effective.

Students in a vocational high school, particularly majoring in Culinary, have to write some recipes and how to use the recipe to make food. So, by learning procedure text, they can apply their ability. It means that the students can write the recipe into one of English texts especially procedure text.

There is some research that related to this research. The first research was conducted by Fitri Purnama Sari (2013) at Universitas Negeri Padang. This research entitled “An Analysis of Students’ Ability and Problem in Writing Recount Texts at Grade VIII of SMP in 29 Padang”. The second research was conducted by Juanita Siahaan (2013) at Indonesia University. This research entitled “An Analysis of Students’ Ability and Difficulties in Writing Descriptive Texts”. The third research was conducted by Dini Utami Mukyaningsih (2013) at Indonesia University. This research entitled “An Analysis of Students’ Ability in Writing Narrative Texts. The fourth research was conducted by Dimas Yudha

Putra Garintama (2018) at State University of Surabaya. This research entitled “Analysis on Analytical Exposition Text Written by Eleventh Graders of SMA Hang Tuah 4 Surab”.

From those researches, the researchers found that the students’ difficulty in writing a text was caused by some factors. They were lacking ideas to be gathered into paragraph unity, grammar, vocabulary, spelling, structure and the language feature that constructs the text and teaching technique.

Based on some difficulties that the researcher found in some research above, it shows that the students still difficult in writing a text. Hence, the researcher is interested to conduct the research related to procedure text. It is because procedure text is a text that is should be mastered by students’ at vocational schools. Then, in this research the researcher will focus on students’ ability in writing a procedure so that the researcher will chose students who are taken major of Culinary. Besides, because of the target of this research is students who majoring Culinary so the researcher decided a kind of procedure text that is about recipe. In the other words, an analysis of the ability in writing procedure text by the second year students majoring in Culinary at SMK N 9 Padang need to be conducted. This research will investigate the students’ ability in writing a procedure text about food recipe according to the generic structure and language feature of the text. So, this research will take the second year students majoring in Culinary at SMKN 9 Padang.

1.2 Identification of the Problem

Based on the problems that have been explained in the background of the problem above, there two factors that make students are not able in writing a procedure text: lack of grammar and lack of understanding of the generic structure of the text.

1.3 Limitation of the Problem

In relation to the identification above, the research problem is limited to the ability of the second year students in writing procedure text about food recipe at SMKN 9 Padang dealing with generic structure and language feature of the text. The procedure text will be analyzed in this research are the fulfillment of generic structure; goal, ingredients/material, step, and the language feature which focuses on grammar that is commonly used in the text: imperative sentence and temporal conjunction. And also to analyze the students' difficulty in writing the text.

1.4 Formulation of the Problem

Related to the focus of the problem above, the problem is formulated as: "How is the ability of the second year students at SMKN 9 Padang of 2018/2019 academic year in writing procedure text about food recipe viewed from generic structure and language feature?"

1.5 Research Question

In this research, there are three questions that would be answered as follows:

1. How is the ability of the second year students of SMK N 9 Padang of 2018/2019 academic year in fulfilling the elements of generic structure of procedure text: goal, material, and step?

2. How is the ability of the second year students of SMKN 9 Padang of 2018/2019 academic year in using the imperative sentences of procedure text?
3. How is the ability of the second year students of SMKN 9 Padang of 2018/2019 academic year in using the temporal conjunction of procedure text?
4. What is the most difficult aspect of procedure text: generic structure (goal, material, and step) and language feature (imperative sentence and temporal conjunction) of the second year students of SMKN 9 Padang of the 2018/2019 academic year?

1.6 Purpose of the Research

The purposes of this research are:

1. To find out the ability of the second year students of SMKN 9 Padang of 2018/2019 academic year in fulfilling the elements of generic structure of procedure text: goal, material, and step.
2. To find out the ability of the second year students of SMKN 9 Padang of 2018/2019 academic year in using the imperative sentences of procedure text.
3. To find out the ability of the second year students of SMKN 9 Padang of 2018/2019 academic year in using the temporal conjunction of procedure text.
4. To find out the most difficult aspect of a procedure text: generic structure (goal, material, and step) and language feature (imperative

sentence and temporal conjunction) of the second year students of SMKN 9 Padang of the 2018/2019 academic year.

1.7 Significance of the Research

This research can be worth research because it is expected that this research findings can give a contribution for the teacher, next researcher, and the researcher herself both theoretically and practically. Theoretically, the findings of this research provide useful information to the teacher about the ability of the second year students in writing procedure text deals with the generic structure and language feature of the text, especially for other researchers who want to conduct the data at SMK N 9 Padang. Through this research, the teacher and other researchers will get descriptive information about students' ability in writing procedure text and the aspects of students' error in writing procedure text, especially for the teacher to know so far the students understand and know about the procedure text. Practically, the finding of this research can give a significant contribution to the development of teaching writing a text at school, especially in vocational high school.

1.8 Definition of Key Terms

1. Students' writing ability: the students' scores in writing procedure text.
2. Procedure text: a text that aims to describe how something is completely done through a sequence of series.
3. Parts of procedure text: the elements that construct a procedure text; it is divided into two parts, generic structure and language feature.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the research findings in chapter IV, there are several conclusions that can be drawn. *First*, the students' ability in writing the generic structure of procedure text was 3.44 (good); goal was 3.79 (very good), material was 3.79 (very good), and step was 2.76 (good). It means that the students got a good grade in fulfilling the elements of generic structure.

Second, the students' ability in writing imperative sentence was 3.21 (good). It shows that the students also got a good grade in writing imperative sentence of procedure text. So, the students had already understood in writing imperative sentence.

Third, the students' ability in writing temporal conjunction was 2.69 (good). As same as the aspect of imperative sentence, the students got a good grade too in writing temporal conjunction of procedure. It means that the students had implemented the temporal conjunction correctly in procedure text.

Fourth, there was the most difficult aspect of students' procedure text writing. It was in writing step of procedure text. There were 12 students (41.38%) from 29 students got a low score in writing the step. So, it was indicated that step was the most difficult aspect of students in writing procedure text.

5.2 Suggestion

Based on the findings, there are some suggestions that the researcher offered to the students, teachers, and the next researchers. *First*, it can be suggested that

the second year of Culinary students need to be more aware in writing the step, imperative sentence, and temporal conjunctions. They need to understand more in those parts writing.

Second, this test was done to find out the ability of students in writing the procedure text, without testing their language ability in writing it. Although the recipients can understand the message in the step of the text, there are some misspelled and the sentences are not arranging in good grammar. So, the researcher suggested that the English teachers should give more examples of a good sentence in writing a text. Furthermore, procedure text is the first English text that they learn, so the error is excusable.

Third, the suggestion for the next researcher who is may be interested in the research about the procedure text. The next researcher can do this research on Culinary major at college, especially the ones who are in Education major. They need to analyze how the students write the recipe because the research can show how much they understand the theory that they will teach to their students later on.

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